

LITERATURE-I (SECONDARY)

ESSENTIAL UNIT 7 (E07)

(Author Study)
(July 2007)

Unit Statement:

In this unit the student will read and analyze selected works by a single author and reviews of an author and study important aspects of his life from biographical sources.

Essential Outcomes: These outcomes must be assessed for mastery.

1. The Student **Will** read and comprehend a variety of selections by one author, ideally spanning several genres of literature.
2. **TSW** read an auto/biographical piece on the author, making connections from the life of the author to influences in her works of literature.
(www.mayaangelou.com/LongBio.html, www.sandracisneros.com/home.html, bau2.uibk.ac.at/sg/poe/Bio.html, *LL* pp. 194, 476, 691, etc.)
3. **TSW** respond to professional reviews of an author in which the student discusses points of agreement and/or disagreement with the review. (*LL* pp. 710, www.sandracisneros.com/home.html, drake.marin.k12.ca.us/stuwork/comacad/poets/ANGELOU/professionalreviews.html)
4. **TSW** analyze examples of the author's style within various selections. (*IRP* pp. 99, 249, etc.)
5. **TSW** review a single work or group of works by an author using techniques used by professional literary reviewers.
6. **TSW** write an original biography of the author with information gathered from several Sources, which includes a works cited page, completed according to MLA rules.
7. **TSW** write an original work of literature imitating an author's style.

Practiced/Ongoing Skills: Mastery of these skills is ongoing.

1. **TSW** apply at least two reading strategies (*LL* p.25) appropriate for the comprehension and enjoyment of the literature.
2. **TSW** develop and use a variety of strategies to read unfamiliar words and to build vocabulary such as identifying and using the literal and figurative meanings of words and understanding the origins of words.
3. **TSW** respond imaginatively and/or critically in writing to stories read (*Writing Options* pp. 218, 491, 700, 709 of *LL*).

Suggested Materials:

LL pp. 194-219 (Poe), 476-505 (Angelou), 691-719, (Cisneros), other
IRP pp. 87, 159, 239
PR p. 124 (Angelou), p.141 (Cisneros)

Other materials selected by teacher from the library and the internet. A student is not even required to study one of the authors in LL for which there is an author study.

- See suggested assessment rubric below!

Suggested Strategies and Assessments:

1. Respond to the works by a single author by keeping a reader's notebook, recording ideas and creating graphic organizers to show understanding of various aspects of works (Focus Your Reading pp. 198, 480, 694, and Think Critically pp. 216, 490, 699 of *LL*).
2. Cooperate with classmates on an activity related to the study of a single author (pp. 218, 491, 700 of *LL*).
3. Create a rubric for writing a biography in order to understand rubrics and how they are used to assess work.

RUBRIC ON NEXT PAGE.....

ESSENTIAL UNIT 7 (E07) Author Study

Rubric: The use of this rubric is not required. Rather, it is a tool to assess students on Essential Outcomes. Students may also receive a ‘D’ (deficient) if they have not made a reasonable effort on one or more outcomes.

Category	‘A’ Level Mastery	‘B’ Level Mastery	‘P’ Needs improvement
1. Comprehend literature by one author		Comprehension of a story is <i>effectively</i> demonstrated	Comprehension of a story is <i>ineffectively</i> demonstrated
2. Make connections from author’s biography to her works	Connections from the life of the author to influences in her works of literature are <i>thorough</i> and <i>insightful</i>	Connections from the life of the author to influences in her works of literature are <i>thorough</i>	Connections from the life of the author to influences in her works of literature are <i>limited</i>
3. Respond to reviews of the author	Response to professional reviews of an author <i>naturally</i> and <i>thoroughly</i> discusses points of agreement and/or disagreement with the reviewer	Response to professional reviews of an author <i>thoroughly</i> discusses points of agreement and/or disagreement with the reviewer	Response to professional reviews of an author <i>incompletely</i> discusses points of agreement and/or disagreement with the reviewer
4. Analyze examples of author’s voice	Analysis of identified examples of author’s style are <i>sophisticated</i> and <i>insightful</i>	Analysis of identified examples of author’s style are <i>accurate</i> and <i>complete</i>	Analysis of identified examples of author’s style are <i>inaccurate</i> and/or <i>limited</i>
5. Review an author’s work	Review of an author’s work is <i>focused</i> , <i>natural</i> and imitates techniques used by professional literary reviewers	Review of an author’s work is <i>focused</i> and imitates techniques used by professional literary reviewers	Review of an author’s work is <i>unfocused</i> and/or <i>inaccurately</i> or <i>does not</i> imitate techniques used by professional reviewers
7. Write a biography of an author	A written biographical essay about an author is <i>elaborate and</i> includes all of the components listed in the ‘B’ column.	A written biographical essay about an author is <i>adequate</i> and includes all of the following components: <ul style="list-style-type: none"> • Setting • Characterization • Plot development • Description • Organization 	A written biographical essay about an author is <i>inadequate</i> and/or is <i>missing</i> one or more of the components listed
8. Write an original work of literature	A written original work of literature <i>clearly</i> , <i>insightfully</i> and <i>consistently</i> imitates an author’s voice	A written original work of literature <i>clearly</i> and <i>consistently</i> imitates an author’s voice	A written original work of literature <i>does not adequately</i> imitate an author’s voice